DOCUMENT RESUME

ED 134 372 RC 009 642

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TITLE Ft. McDowell Indian Community Preschool Program.
PUB DATE Sep 76
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *American Indians; Comparative Analysis; Educational Objectives; Family Counseling; Kindergarten Children; Language Skills; *Measurement Instruments; Number Concepts; *Parent Participation; Post Testing; Preschool Children; *Preschool Programs; Pretesting; *Program Descriptions; *Program Evaluation; Psychomotor Skills; Self Esteem; Social Relations
IDENTIFIERS *Arizona (Fort McDowell)

ABSTRACT

The principal purpose of this 1976 project was to establish a two-class preschool for American Indian children two to six years old at Fort McDowell, Arizona. Discussion groups including parents and younger children were utilized to provide parental participation, develop child rearing skills, heighten problem solving abilities, and improve self-concepts. Tribal elders were used to provide historical material and art heritage. Basic program components were: classroom training activities for 11 nursery and 16 kindergarten children (both indoors and outdoors); outreach to parents (parent classroom participation and parent classes); family counseling; and involvement of tribal elders. Administered on a pre- and post-test basis, the evaluation instruments used and their results were: Caldwell Preschool Inventory (project success in improving social skills, readiness skills, and the ability to conceptualize and grasp number concepts); Denver Developmental Test (success in contributing to the improvement of motor skills); Peabody Picture Vocabulary (success in improving language skills); Butler Evaluation Instrument (success in contributing to the improvement of social relations skills); Parent as a Teacher Questionnaire (no significant differences for the 14 parents surveyed in all areas except creativity); Self Esteem Inventory (no significant differences among 12 parents or parent surrogates). (JC)

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FT. MC DOWELL INDIAN COMMUNITY PRESCHOOL PROGRAM

BY

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TEMPE, ARIZONA
SEPTEMBER, 1976

CE008962

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FT. MCDOWELL INDIAN COMMUNITY
PRESCHOOL PROGRAM

SECTION I

INTRODUCTION

All people, animals, plants and things; all that sounds or smells, can be touched, seen or tasted combines to create the environment in which young children begin to know their world and themselves.

The opportunity to be exposed to external elements is essential to each child. Through these contacts and exposures an infinite source of learning is stimulated.

The child additionally needs a professionally determined balance and sequence of experiences to aid in providing the most effective developmental progression of physical skills, creativity and mental awareness.

The companionship of peers is an important factor in a young child's socialization acquisition. Being in the company of others can stimulate thought and curiosities only possible in a group situation.

Educators have been advocates of preschools for many years, and research has indicated that school has been positive for most children.

The young children of the Fort McDowell Indian Reservation are as eager to learn and experience life as all children. Their situation, however, is rather unique. Fort McDowell was decomissioned as an army fort in 1903 and the land was given by the government to the Mohaves, Apaches and Yavapais for use as a reservation. For unknown reasons many of the Mohave and Apaches left. The Yavapai tribe became divided. Ancient tribal customs have been lost along with the identity of the people. Although aware of modern child rearing practices and educational benefits, young parents tend to allow the small child to grow with little direction because the proper resources for providing for the children are unavailable.

There has been no educational facility on the reservation. Preschoolers have had to travel great distances to the nearest headstart program. Because of the crowded conditions Ft. McDowell children have not attended preschool. Kindergarten children also have had to commute a great distance. When these children begin first grade they most often have little formal, structured learning and no classroom or group experiences.

A drop-out rate in excess of 50% in grade school and 99% at the high school level is common. The Ft. McDowell child faces academic failure and thus suffers from a loss of identity and lack of pride in Indian heritage.

In recognition of this complex problem the Fort McDowell Indian Community established a two-class preschool and kindergarten program on the reservation to provide children with a structured learning opportunity, encouraging and enhancing communication skills and promoting new experiences to increase learning capacity.

The program was planned to provide parental participation designed to enhance child rearing skills, heighten problem solving abilities and improve self-concepts.

Tribal elders were to be involved in providing historical material and demonstrating art skills to increase pride in Indian heritage.

GOALS AND OBJECTIVES

The principal purpose of this project was to establish a two-class preschool for children between the ages of two and six years at Fort McDowell, Arizona, with discussion groups to include parents of these children and of younger children, who wanted to increase their knowledge of early child developmental needs.

The project in pursuing the above goal, sought to achieve the following specific objectives:

1. Children between the ages of two and four years will demonstrate improved social skills as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.

2. Children between the ages of two and three will demonstrate improved motor skills as measured by the Denver Developmental Scale and by the Butler Evaluation Instrument, administered pre-post of the school year.

3. Children between the ages of two and six will demonstrate improved language ability as measured by the Peabody Picture Vocabulary Test, administered pre-post of the school year.

4. Children between the ages of four and six will demonstrate improved school readiness, including improved ability to conceptualize and grasp number concepts as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.

5. Children between the ages of three and six will demonstrate improved social skills as measured by the Caldwell Preschool Inventory and the Butler Evaluation Instrument, administered pre-post of the school year.

6. Parents of children between the ages of two and six will express more flexible attitudes towards parenting, as measured by the Parent As A Teacher Questionnaire, administered pre-post of the school year.

7. Parents of children between the ages of two and six will demonstrate the ability to parent more effectively as measured by the Parent-Child Interaction Report, administered pre-post of the school year.

8. Parents of children between the ages of two and six will demonstrate an improved self-concept as measured by a count of participation in discussions and group activities continued through the school year, and as measured by the Coopersmith Self Esteem Inventory, administered pre-post of the school year.

SECTION II

PROGRAM DESCRIPTION

This program designed by the Fort McDowell Indian Community was planned to include activities and experiences which would contribute to the development of young children, with specific attention to meeting the special education needs of Fort McDowell youngsters. The program was designed to provide supportive services for parents, families and tribal elders, as well as strengthen the Indian community through its relationship with the child center.

Four basic components were planned. The classroom and training activity was designed to promote each child's maximum development in all areas of functioning - intellectual, social, physical and emotional, and provide a training laboratory in which parents could interact with the children while advancing their own knowledge.

The structure of the children's daily schedule was flexible, allowing for leisurely transition between activities.

By the end of November 1976 the second classroom, which is housed in a mobile trailer unit was ready for occupancy. This allowed both the kindergarten and nursery classes to begin their five-day-a-week schedules.

The nursery schedule and the kindergarten schedules were as follows:

Nursery Schedule

9:00 - 9:45	Outside Activities: wheel toys, climber, sand play, water table
9:45 - 10:30	Inside Activites: puzzles, dolls, books, blocks and art activities
10:30 - 10:45	Group Time: puppets, songs, ginger plays, and matching games

Nursery Schedule

10:45 - 11:00	Snack Time: good nutrition stressed with fruit juice, raw vegetables, fresh fruit, or crackers
11:00 - 11:15	Rest Time: listening to records while relaxing on towels
11:15 - 11:30	Story Time: record stories, felt board stories, as well as books by the teacher
11:30 - 11:45	Brief Outside Period: lunch set-up
11:45 - 12:15	Lunch: time to talk about new foods and saying please & thank you
12:15 - 1:00	Outside Activities: wheel toys, climbing, sand table, water table

Kindergarten Schedule

9:00 - 10:00	Inside Activities
10:00 - 10:30	Kindergarten Group Time
10:30 - 11:00	Pre-Kindergarten Group Time
11:00 - 11:15	Snack
11:15 - 11:30	Story Time
11:30 - 12:15	Outside Activities
12:15 - 12:45	Lunch
12:45 - 1:00	Outside Until Bus Time

Learning activities were organized to suit the individualistic, active and sensory-oriented child. The work-play period was the heart of the day's program. The indoor and outdoor periods offered opportunities such as:

1. Making choices and following them through.
2. To observe and clarify ideas about things, people, animals and relationships to the environment.
3. To increase understanding and use of language.
4. To develop, exercise and increase an attitude of curiosity and eagerness for learning.

The opportunities were quite extensive and are not listed in full in this report.

The kindergarten class was divided into two groups for reading readiness activities and reading workbook activities as prescribed in the Lippincott curriculum materials utilized.

In addition, a variety of field-trips scheduled monthly provided the children with new experiences to benefit from. Tapes were made as nursery children talked about what they saw on various trips while kindergarten children chose new words introduced to them on the trips to study.

Twenty-seven (27) children participated in the preschool program; eleven (11) participated in the nursery class and sixteen (16) participated in the kindergarten class.

The second component was labeled "Outreach to Parents". The original Title IV proposal included two components of parent involvement; participation in the classroom as parent aides and regular parent education classes. The parent classes began in November, weekly on Tuesday afternoons. Because attendance continued to decrease and the original budget was decreased classes were suspended.

Nine mothers were able to participate as mother helpers in the classroom throughout the year. These mothers agreed that they gained skills that would allow them to help their children develop to their fullest potential.

Family Counseling was the third component of the Fort McDowell preschool project. This component was to be directed toward the weakening of family life through loss of tribal traditions without appropriate replacement. Although a full time social worker was not employed as was proposed, the teaching staff worked closely with the tribal social worker. Together they were able to discover and implement treatment for several emotionally disturbed children.

The final project component was the Involvement of Tribal Elders and Historians. The poor self-concept of the community due to lack of knowledge of tribal history and pride in Indian heritage was hoped to be improved through this effort. A committee was appointed by the parent organization to work on collecting and writing the tribal history and cultural information. This committee was to have been coordinated by the staff social worker. The curtailment of this position, lack of staff time, and limited involvement of the tribal social worker prevented this committee from really beginning their work on this component. However, the committee is ready to begin their work during the new project year.

Although circumstantial factors caused certain areas of the four proposed component activities to be modified the completed objectives were encouraging. The young children of the Fort McDowell Indian Community, being in great need

of local organized education, profited by and will continue to profit by the sincere effort and concern of teachers, staff, parents, and tribal social worker.

Of the four selected components, classroom activities was most extensively fulfilled. This component was directed toward five of the eight objectives and indicative of the attitude that the direct and immediate education of the children was most essential. Nine mothers participated as classroom aides and reported positive outcomes from their experiences.

The attitude of project staff and persons involved with the project toward the children participating is reflected in a quote by Kahlil Gibran. Kahlil Gibran said of children, "They are the sons and daughters of Life's longing for itself." And he said of adults, "You are the bows from which your children as living arrows are sent forth."

The adults of the Fort McDowell Community in participating in this project have strengthened themselves and their goals so as to provide their children with the necessary knowledge to go forth into life.

SECTION III

DATA ANALYSIS AND FINDINGS

Various instruments were used and data collected in an effort to obtain meaningful information regarding the effectiveness and impact of the various components of this Title IV Project. Used in this evaluation were:

Caldwell Preschool Inventory
Denver Developmental Test
Peabody Picture Vocabulary Test
Butler Evaluation Instrument
Parent As A Teacher Questionnaire
Self Esteem Inventory

The instruments indicated above were administered on a pre-post test basis. Pretest and post test means were compared by means of a correlated t-test and differences between these means were considered significantly different if $p < .05$. The .01 level of significance was also ascertained and where the mean differences exceeded $p < .01$ this lower level is reported.

CALDWELL PRESCHOOL INVENTORY:

Analysis of the Caldwell test data indicated the project was successful in improving the social skills, readiness skills, and the ability to conceptualize and grasp number concepts for preschool participants.

A total of sixteen (16) preschoolers completed both the pretest and post test. This represents only 59.3% of the twenty-seven (27) subjects who actually participated in the preschool program. The results of the data analysis for these 16 subjects indicated that there was a significant difference between the group's performance on the pretest (33.9) and their performance on the post test (43.5) with improvement shown ($p < .01$). (See Table I).

When the three year old preschooler's data were analyzed individually it was revealed that the three students completing both pretests and post tests did not make a significant improvement between pretest and post test ($p > .05$). A mean gain of 13.7 was realized by these three participants which, although not statistically significant, suggests that a trend for improvement was evident and had more subjects completed the pre and post tests the results may very well have been statistically significant. (See Table I).

The older subjects (4-6 year olds) realized a gain of 8.7 between pretest and post test which was significant ($p < .01$). (See Table I).

It can be concluded from the data analysis that the project was successful in improving those skills measured by the Caldwell Preschool Inventory for the total group of preschool participants and specifically the group of participants 4-6 years of age. However, there was not a sufficient number of the younger children completing both pre and post tests to assess the project's effectiveness in changing these children's behavior measured by the Caldwell Test. (See objectives 1, 4, and 5 previously stated).

It is recommended that the Caldwell Preschool Inventory be reevaluated for administering to the younger children participating in the project. If this is not found to be satisfactory, then the objectives should be revised to consider total project participants.

DENVER DEVELOPMENTAL TEST:

Analysis of the Denver Developmental Test data for 2-3 year old participants indicated the project was successful in contributing to the improvement of the motor skills of these participants.

The Denver tests were scored by considering those tasks that each child should be able to accomplish at his/her age level. A total of 100 points was possible and the points awarded was determined by multiplying the percentage of those tasks completed that should have been completed for the child's age level by 100. Thus, the score also reflects the percentage of tasks completed.

A total of seven (7) of the eleven (11) participants 2-3 years of age or 63.6% had both pre and post test scores available for analysis. This group

of subjects had a mean score on the pretest of 67.1 and a mean score of 82.6 on the post test. This gain of 14.1 points between pretest and post test was significant ($p < .01$). (See Table I).

It can be concluded from the data analysis that the activities of the project contributed to the motor skill development realized by the 2-3 year old project participants. (See objective 2 previously stated).

It is recommended that the project continue to provide those activities which have been shown to be effective in fostering motor skill development in these young participants. It is also recommended that the Denver Developmental Test be used to assess motor skill development in the new project year.

Finally, it is recommended that efforts be exerted to pre and post test all 2-3 year old project participants or even to modify the objective to provide for testing all children participating in the preschool nursery group.

PEABODY PICTURE VOCABULARY TEST:

Analysis of the Peabody Picture Vocabulary Test (PPVT) data indicated the project was successful in improving the language skills of the project participants.

A total of twenty (20) preschoolers completed both the pretest and post test. This figure represents 74.1% of the twenty-seven subjects who actually participated in the preschool program. The results of the data analysis indicated there was a significant difference between the group's performance on the pretest (30.7) and their performance on the post test (42.5) with improvement shown ($p < .01$). (See Table I).

When the 2-4 year old participants were considered individually it was revealed that the seven (7) subjects completing both pre and post tests made a significant gain (14.1) from pretest (15.9) to post test (30.0) ($p < .01$). (See Table I).

The older subjects (4-6 years old) realized a gain of 10.5 points between pretest (38.7) and post test (49.2). This gain was statistically significant ($p < .01$). (See Table I).

It can be concluded from the data analysis that the activities of the project contributed significantly to the improvement of the language skills of the preschool participants. This improvement was realized for both the younger group (nursery) and the older group (kindergarten). (See objective 3 previously stated).

It is recommended that those activities designed to improve the language ability of participants be continued and modified only when modifications promise to be better than existing activities.

TABLE I

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
CALDWELL, DENVER DEVELOPMENTAL, AND PPVT TESTS

INSTRUMENT	2-4 YR. OLDS	4-6 YR. OLDS	TOTAL GROUP
Caldwell Test	Pre M = 15.0 s = 4.1 Post M = 28.7 s = 7.6 t-ratio 2.880 change 13.7 N = 3 (3 yr. olds only)	Pre M = 38.2 s = 13.7 Post M = 46.9 s = 8.1 t-ratio 3.148** change 8.7 N = 13	Pre M = 33.9 s = 15.4 Post M = 43.5 s = 10.7 t-ratio 3.909** change 9.6 N = 16
Denver Test	Pre M = 67.1 s = 9.7 Post M = 82.6 s = 6.7 t-ratio 5.200** change 15.5 N = 7		
PPVT Test	Pre M = 15.9 s = 10.3 Post M = 30.0 s = 8.8 t-ratio 4.826** change 14.1 N = 7	Pre M = 38.7 s = 10.2 Post M = 49.2 s = 6.8 t-ratio 4.979** change 10.5 N = 13	Pre M = 30.7 s = 15.0 Post M = 42.5 s = 11.9 t-ratio 6.710** change 11.8 N = 20

*Indicates significant difference between means - $p < .05$
**Indicates significant difference between means - $p < .01$

BUTLER EVALUATION INSTRUMENT:

Analysis of the Butler Evaluation Instrument data indicated the project was successful in contributing to the improvement of the social relation's skills for preschool participants.

The Butler Evaluation Instrument provides information for evaluation in the areas of self-concept, other people, physical environment, world of ideas, and total or composite social relations skills.

Data analysis relative to those skills or relations presented above indicated there were significant differences between the pretest level and post test level in all areas for the total group of preschoolers (N = 18). The group made significant gains from pretest to post test ($p < .01$). (See Table II).

When the groups were analyzed individually the results indicated the 2-4 year olds (N = 5) made significant gains from pre to post test in all areas except self-concept ($p < .05$). The 4-6 year olds (N = 13) made significant gains from pre to post test in all areas ($p < .01$). (See Table II).

It can be concluded from the data analysis that the project was successful in contributing to the improvement of the social relations skills of preschool participants. For the older preschoolers this is true in the areas of self-concept, other people, physical environment, world of ideas, and total or composite social relations skills. For the younger preschoolers contributions were evident in all of these areas except self-concept. (See objectives 2 and 5 previously stated).

It is recommended that efforts exerted toward improving social relations skills be continued and activities aimed specifically at improving the self-concept of the younger children be developed. Perhaps a behavior modification technique aimed at altering self-concepts of these children could be developed. A reward system or reinforcement procedure where all are rewarded or reinforced could be effective. A picture displayed periodically of an outstanding student may prove to be a beneficial technique based upon student reactions to other project pictures taken.

TABLE II

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
BUTLER TEST

INSTRUMENT	2-4 YR. OLDS	4-6 YR. OLDS	TOTAL GROUP
Butler Test Self-Concept	Pre M = 2.1 s = .5 Post M = 3.0 s = 1.0 t-ratio 2.392 change .9 N = 5	Pre M = 2.9 s = .8 Post M = 3.9 s = .8 t-ratio 5.538** change 1.0 N = 13	Pre M = 2.7 s = .3 Post M = 3.6 s = .9 t-ratio 5.800** change .9 N = 18
Butler Test Other People	Pre M = 2.0 s = .6 Post M = 2.9 s = .8 t-ratio 3.520* change .9 N = 5	Pre M = 2.8 s = .5 Post M = 4.0 s = .8 t-ratio 5.646** change 1.2 N = 13	Pre M = 2.6 s = .6 Post M = 3.7 s = 1.0 t-ratio 6.470** change 1.1 N = 18
Butler Test Physical Environment	Pre M = 2.2 s = .3 Post M = 3.1 s = .6 t-ratio 3.246* change .9 N = 5	Pre M = 3.4 s = .5 Post M = 4.3 s = .5 t-ratio 5.337** change .9 N = 13	Pre M = 3.1 s = .7 Post M = 4.0 s = .8 t-ratio 6.244** change .9 N = 18
Butler Test World of Ideas	Pre M = 1.6 s = .3 Post M = 2.4 s = .7 t-ratio 3.455* change .8 N = 5	Pre M = 2.6 s = .8 Post M = 4.1 s = 1.0 t-ratio 5.611** change 1.5 N = 13	Pre M = 2.3 s = .9 Post M = 3.6 s = 1.2 t-ratio 6.123** change 1.3 N = 18
Butler Test Total Score	Pre M = 1.9 s = .4 Post M = 2.8 s = .8 t-ratio 3.346* change .9 N = 5	Pre M = 2.9 s = .5 Post M = 4.1 s = .6 t-ratio 8.258** change 1.2 N = 13	Pre M = 2.6 s = .6 Post M = 3.7 s = .9 t-ratio 8.403** change 1.1 N = 18

*Indicates significant difference between means - $p < .05$
**Indicates significant difference between means - $p < .01$

PARENT AS A TEACHER QUESTIONNAIRE:

The Parent As A Teacher (PAAT) instrument was selected primarily to assess the effectiveness of the "Outreach To Parents" and "Family Counseling" components of the project. Due to budgeting and scheduling modifications these two components were greatly curtailed and modified from the plans as presented in the original proposal.

Since the parents were not extensively involved in parent training sessions, the PAAT instrument provides a limited assessment of project impact upon parents. At best, the data provided by this instrument offers an indication as to the effect of limited parental involvement in the classroom as aides and perhaps the effect children involved in the project have upon their parents. This would assume that these preschool children can modify their parents' or parent surrogates' attitudes and behaviors by interacting with them following their preschool experiences. This is expecting a great deal.

The family counseling component of the project functioned at a much lower level than set forth in the original proposal. The social worker was not employed full-time as planned. Home visits and family counseling related to the project were performed by the tribal social worker on a referral basis. With budget revisions and ultimate curtailment of the social worker's activities related to the project, it would be expecting a great deal to expect greater parental involvement in the project and ultimate changes in child rearing attitudes.

The PAAT instrument is designed to measure parental child rearing attitudes. The PAAT provides information for evaluation relative to child rearing attitudes in the areas of creativity, frustration, control, play, teaching-learning and a total or composite measure.

A total of fourteen (14) parents or parent surrogates completed the PAAT instrument on a pre - post basis. This data was subjected to analysis again using a correlated t-test to compare pre and post test means. Analysis of the PAAT data bore out concerns previously expressed. The results indicated that there was no significant differences between pre and post test means in all areas tested by the PAAT except in the area of creativity ($p > .05$). This group of parents or parent surrogates made significant gains from pretest to post test in the area of creativity ($p < .05$). Changes from pretest to post test for this group was very slight or negligible in the areas previously stated. Thus, a trend towards changing attitudes was not indicated. It is worthy of note, however, that a score of 2.5 or above would be considered desirable on the PAAT and these parents or parent surrogates had desirable attitudes toward all of these child rearing practices at the time of pretesting and at the time of post testing. (See Table III).

It can be concluded from the data analysis that the very limited parental involvement with the project and limited involvement of the tribal social worker

was not sufficient to produce a more flexible attitude toward parenting. The one exception to this statement might be in the area of creativity where these parents or parent surrogates did show a more flexible attitude toward creative behavior on the part of their children. However, it might be premature to attribute the modest change in attitude toward creative behavior to project impact. (See objectives6 and 7 previously stated).

It is recommended that renewed efforts be exerted toward implementing the outreach to parents and family counseling components as outlined in the original project proposal during the new project year. It is also recommended that the PAAT instrument be utilized as a pre and post test for the new project year in conjunction with these two components. If parenting classes and home visits take place during the new project year as originally planned, it is recommended that the Parent-Child Interaction Report which was abandoned this year be re-employed in an effort to measure increased ability on the part of these parents to employ good parenting practices.

Finally, it is recommended that efforts to involve parents or parent surrogates in the classroom as parent aides be continued. If extra efforts could be exerted to get more parents involved as aides, then I would certainly encourage project staff to exert these extra efforts.

TABLE III

PRE AND POST TEST COMPARISONS
OF PARENT RESPONSES ON THE PAAT
AND SEI INSTRUMENTS

INSTRUMENT/SUBTEST	PRETEST	POST TEST	t-RATIO
PAAT Creativity	M = 2.5 s = .2	M = 2.7 s = .2	2.473*
PAAT Frustration	M = 2.6 s = .2	M = 2.6 s = .2	.512
PAAT Control	M = 2.5 s = .3	M = 2.5 s = .4	.178
PAAT Play	M = 2.9 s = .2	M = 2.9 s = .2	.000
PAAT Teaching-Learning	M = 2.8 s = .2	M = 2.9 s = .3	1.647
PAAT Total	M = 2.7 s = .1	M = 2.7 s = .2	1.792
SEI (N = 12)	M = 67.8 s = 11.2	M = 71.2 s = 11.4	.942

*Indicates significant difference between means - $p < .05$

SELF ESTEEM INVENTORY:

Coopersmith's Self Esteem Inventory (SEI) was selected to assess the effectiveness of the outreach to parents and parental involvement in project designed group activities conducted during the project year. As was previously pointed out, parents involvement in the project had to be curtailed extensively due to budgeting and scheduling modifications. Parental involvement in the project centered around their work within the preschool classrooms as parent aides. Approximately half of the parents of the preschool children actively participated as classroom aides. Thus, changes in self-concept or self esteem resulting from this limited involvement would be expecting a great deal.

A total of twelve (12) parents or parent surrogates completed the SEI on a pre-post basis. This figure represents 57.1% of the parents or parent surrogates of the preschoolers. This data was subjected to analysis using a correlated t-test to compare pre and post test means. Analysis of the SEI data also substantiated concerns previously indicated. The results indicated that there was no significant difference between pre and post test means ($p > .05$). It is worthy to note that self esteem levels displayed by the twelve parents completing the SEI was at a fairly high level on both pre and post tests. (See Table III page 13).

It can be concluded from the data analysis that the very limited parental involvement with the project failed to produce an improvement in self concept or self esteem. (See objective 8 previously stated).

It is recommended that efforts be exerted during the new project year to implement the outreach to parents' component as outlined in the original proposal. Also, additional group activities can be designed and implemented as the opportunity arises to strive for improved self esteem for the parents and parent surrogates of these preschoolers. In addition, continued involvement of parents as classroom aides is encouraged. Also, the involvement of tribal elders and historians is encouraged to enhance the self concept of community members.

Finally, it is recommended that the Coopersmith Self Esteem Inventory (SEI) be utilized during the new project year due to its ease of administration and scoring. Efforts need to be exerted to have all parents complete both pre and post tests.

SECTION IV

SUMMARY COMMENTS

During the first year of this project much has been accomplished. The project has been successful in planning and implementing a preschool classroom laboratory. Facilities have been organized and constructed and appear to be most adequate. Staff has been selected and in-service training conducted. Activities have been well planned and varied, materials selected and developed, and a developmental, open-classroom philosophy formulated and implemented. The

total program has been structured so that language development is stressed with the younger (nursery) children using Peabody Language Development materials. In the kindergarten development in the readiness areas has been stressed using the Lippencott Readiness Programs. This structure is conducive to preschool children's development.

Parents are involved in many ways in this project. Their involvement began with active participation in staff selection and participation continues to be active through the Pre-school Parent Association formed early in the project year. Although parent classes had to be curtailed due to budget limitations and scheduling conflicts, parents were involved throughout the project year as classroom aides.

Good relationships and coordination has been established with neighboring public schools, Indian Health Service, and the tribal social service worker.

An excellent system of communications with the community has been established via a preschool newsletter published weekly. Articles also appear in the monthly tribal newsletter to inform the community of preschool activities.

Although the funding level of the original proposal was greatly reduced, objectives and activities were pursued relative to each of the four components proposed. These objectives and activities related to the outreach to parents, family counseling, and involvement of tribal elders and historians were modified or deleted only when they were found to be an impossible undertaking. The original proposal in establishing four components was indeed ambitious and the tenacity of the project staff in attempting to fulfill the intent of each of the components is indeed praiseworthy.

During this first year the project has proven to be effective in contributing to or modifying the behavior of the preschool children in the areas of social skills and readiness skills, motor skills, language skills, and social relations skills. The project has not proven to be effective in modifying or changing parents' attitudes toward child rearing practices or parents' self esteem.

It is recommended that the program originally planned embodying four (4) components be fully implemented during the second year of the project. The preschool program implemented during the first year has yielded good results for the preschool children and should be implemented with those revisions and modifications found to be beneficial for skill development of the preschoolers. The remaining components, when implemented, can be adequately evaluated during the second year of the project. Revisions and modifications made for improvement during the third year can then be made based upon findings of the second year.

The project has come a long way and accomplished a great deal during this first year. Much has been learned and much experience gained during this first year. It is not unrealistic to expect even greater results during the next year.